

Hopkins Elementary

6120 Cabin Creek Rd.
Hopkins, South Carolina 29061

Grades	PK-5 Elementary School	
Enrollment	363 Students	
Principal	Angela G. Brown	803-783-5541
Superintendent	Dr. Allen J. Coles	803-231-7500
Board Chair	Lane Quinn	803-231-7556

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	8	22	78	41

IMPROVEMENT RATING

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Average	No
2004	Average	Good	Yes
2005	Average	Good	Yes
2006	Average	Good	Yes

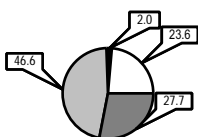
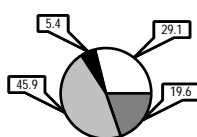
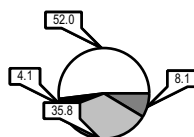
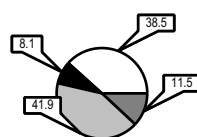
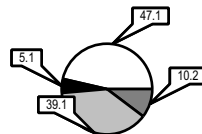
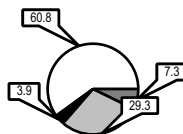
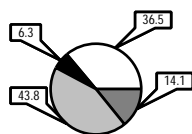
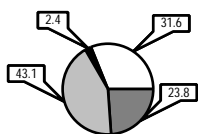
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

97.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Our School****Science****Social Studies****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	158	94.3	24.3	49.3	24.3	2.1	45.7	Yes	Yes
Gender									
Male	81	88.9	42.4	43.9	12.1	1.5	24.2	N/A	N/A
Female	77	100.0	8.1	54.1	35.1	2.7	64.9	N/A	N/A
Racial/Ethnic Group									
White	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	149	94.0	25.2	50.4	22.9	1.5	44.3	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	136	99.3	19.0	51.6	27.0	2.4	48.4	N/A	N/A
Disabled	22	63.6	71.4	28.6	0.0	0.0	21.4	I/S	I/S
Migrant Status									
Migrant	88	92.0	35.8	50.6	13.6	0.0	30.9	N/A	N/A
Non-Migrant	70	97.1	8.5	47.5	39.0	5.1	66.1	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	158	94.3	24.3	49.3	24.3	2.1	45.7	N/A	N/A
Socio-Economic Status									
Subsidized meals	135	94.8	25.0	51.7	20.8	2.5	43.3	Yes	Yes
Full-pay meals	23	91.3	20.0	35.0	45.0	0.0	60.0	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	158	94.9	29.8	47.5	17.0	5.7	33.3	Yes	Yes
Gender									
Male	81	90.1	40.3	43.3	11.9	4.5	28.4	N/A	N/A
Female	77	100.0	20.3	51.4	21.6	6.8	37.8	N/A	N/A
Racial/Ethnic Group									
White	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	149	94.6	31.1	48.5	16.7	3.8	31.1	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	136	100.0	25.2	50.4	18.1	6.3	35.4	N/A	N/A
Disabled	22	63.6	71.4	21.4	7.1	0.0	14.3	I/S	I/S
Migrant Status									
Migrant	88	92.0	45.7	46.9	7.4	0.0	17.3	N/A	N/A
Non-Migrant	70	98.6	8.3	48.3	30.0	13.3	55.0	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	158	94.9	29.8	47.5	17.0	5.7	33.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	135	95.6	30.6	48.8	16.5	4.1	30.6	Yes	Yes
Full-pay meals	23	91.3	25.0	40.0	20.0	15.0	50.0	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	158	95.6	51.7	36.1	8.2	4.1	12.2
Gender							
Male	81	91.4	54.8	39.7	5.5	0.0	5.5
Female	77	100.0	48.6	32.4	10.8	8.1	18.9
Racial/Ethnic Group							
White	8	100.0	I/S	I/S	I/S	I/S	I/S
African American	149	95.3	53.6	35.5	7.2	3.6	10.9
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	136	100.0	50.4	36.2	8.7	4.7	13.4
Disabled	22	68.2	60.0	35.0	5.0	0.0	5.0
Migrant Status							
Migrant	88	92.0	71.3	26.4	2.3	0.0	2.3
Non-Migrant	70	100.0	23.3	50.0	16.7	10.0	26.7
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	158	95.6	51.7	36.1	8.2	4.1	12.2
Socio-Economic Status							
Subsidized meals	135	95.6	53.2	34.9	7.9	4.0	11.9
Full-pay meals	23	95.7	42.9	42.9	9.5	4.8	14.3

Social Studies							
All Students	158	96.2	38.5	41.9	11.5	8.1	19.6
Gender							
Male	81	92.6	43.2	40.5	8.1	8.1	16.2
Female	77	100.0	33.8	43.2	14.9	8.1	23.0
Racial/Ethnic Group							
White	8	100.0	I/S	I/S	I/S	I/S	I/S
African American	149	96.0	38.8	41.0	11.5	8.6	20.1
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	136	100.0	38.6	42.5	9.4	9.4	18.9
Disabled	22	72.7	38.1	38.1	23.8	0.0	23.8
Migrant Status							
Migrant	88	93.2	47.7	43.2	6.8	2.3	9.1
Non-Migrant	70	100.0	25.0	40.0	18.3	16.7	35.0
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	158	96.2	38.5	41.9	11.5	8.1	19.6
Socio-Economic Status							
Subsidized meals	135	96.3	40.2	43.3	8.7	7.9	16.5
Full-pay meals	23	95.7	28.6	33.3	28.6	9.5	38.1

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	56	98.2	17.4	32.6	47.8	2.2	50.0
	4	55	98.2	34.0	36.0	28.0	2.0	30.0
	5	50	100.0	13.0	50.0	37.0	0.0	37.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	48	93.8	20.9	48.8	27.9	2.3	30.2
	4	54	96.3	18.4	44.9	32.7	4.1	36.7
	5	56	92.9	33.3	54.2	12.5	0.0	12.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	56	98.2	28.3	54.3	15.2	2.2	17.4
	4	55	98.2	36.0	38.0	20.0	6.0	26.0
	5	50	100.0	21.7	50.0	17.4	10.9	28.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	48	95.8	29.5	59.1	9.1	2.3	11.4
	4	54	96.3	22.4	42.9	26.5	8.2	34.7
	5	56	92.9	37.5	41.7	14.6	6.3	20.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	56	98.2	54.3	39.1	6.5	0.0	6.5
	4	55	98.2	56.0	26.0	16.0	2.0	18.0
	5	50	100.0	26.1	58.7	6.5	8.7	15.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	48	100.0	60.0	31.1	6.7	2.2	8.9
	4	54	96.3	49.0	31.4	13.7	5.9	19.6
	5	56	91.1	47.1	45.1	3.9	3.9	7.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	56	98.2	30.4	65.2	2.2	2.2	4.3
	4	55	98.2	40.0	44.0	10.0	6.0	16.0
	5	50	100.0	43.5	50.0	2.2	4.3	6.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	48	100.0	24.4	60.0	13.3	2.2	15.6
	4	54	96.3	29.4	39.2	9.8	21.6	31.4
	5	56	92.9	59.6	28.8	11.5	0.0	11.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 363)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	3.4%	Down from 3.5%	3.9%	2.8%
Attendance rate	96.8%	Up from 96.2%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.1%	Down from 8.2%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	5.1%	Down from 8.8%	0.0%	0.0%
Eligible for gifted and talented	10.5%	Up from 0.0%	3.8%	10.4%
On academic plans	50.9%	N/AV	49.0%	33.6%
On academic probation	36.2%	N/AV	2.4%	1.0%
With disabilities other than speech	4.7%	Down from 4.9%	7.2%	7.5%
Older than usual for grade	1.5%	Down from 1.8%	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 30)				
Teachers with advanced degrees	50.0%	Down from 58.6%	51.4%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	4.8%	2.4%
Teachers with emergency or provisional certificates	4.3%	Up from 4.2%	2.7%	0.0%
Teachers returning from previous year	87.3%	Up from 82.4%	83.3%	87.3%
Teacher attendance rate	94.9%	Up from 93.8%	94.6%	94.9%
Average teacher salary	\$41,808	Down 0.3%	\$41,280	\$42,485
Prof. development days/teacher	12.1 days	Down from 13.1 days	14.4 days	13.3 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	16.1 to 1	Down from 16.7 to 1	16.4 to 1	18.6 to 1
Prime instructional time	89.8%	Up from 88.8%	88.5%	89.7%
Dollars spent per pupil*	\$7,919	Up 22.5%	\$7,724	\$6,557
Percent of expenditures for teacher salaries*	74.2%	No change	60.6%	64.0%
Percent of expenditures for instruction*	81.8%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	Up from Good	Good	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	7.1%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	11.5%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Hopkins Elementary School, located in one of the most rural sections of Richland County, sits beside a picturesque historical church. The school provides a quality education for 351 bright and intelligent young minds. The staff, students, and parents of Hopkins Elementary School have celebrated many successes during the past five years. Each year we continue to set high expectations for our students and strive without excuses to implement strategies to achieve success continuously. Our goal with focus on increasing students' academic achievement by establishing and maintaining clear expectations, enhancing academic rigor in a thinking curriculum and engaging students in various forms of accountable talk is clearly evident by the gains made each year on the Palmetto Achievement Challenge Test.

The staff, students and parents at Hopkins Elementary School continue to work together as a team. Parents feel welcome. They visit and volunteer at the school regularly. They have become actively involved in assisting their children with mastering the South Carolina Academic Standards. Each parent is given a set of standards so that they have a clear understanding of what students are expected to learn for the year. In an effort to keep parents informed and involved, parents are provided with an academic syllabus, Accelerated Reader and SuccessMaker Lab results, and a student progress report every four and a half weeks.

As a result of this combined working relationship, we have received our fourth consecutive South Carolina Palmetto Silver Award. The school's improvement rating was raised one level because of substantial improvement in the achievement of students. Our school's report card improvement rating of Good and an Average absolute rating on the South Carolina School Report Card further reflects our commitment to increased academic achievement. We also met 13 out of 13 objectives as required by the United States Department of Education to meet AYP (Adequate Yearly Progress).

Hopkins Elementary School is a place of vibrant activities that are student centered. The words people use to describe Hopkins Elementary School are progressive, high expectations, child-centered, motivated, exciting, innovative, high student achievement and focused. None of these achievements would be possible without a dynamic, diligent and faithful staff that's committed to educational excellence. After all, "It's All About The Children!" We will continue to work together as a team to investigate and apply effective academic strategies to ensure that each student at Hopkins Elementary School is successful. Each staff member at Hopkins Elementary School believes that "When it comes to the education of our children, failure is not an option," President Bush. Our business is educating children and striving for excellence!

Angela G. Brown, Principal
Annette Nelson, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	33	54	30
Percent satisfied with learning environment	90.9%	83.0%	89.3%
Percent satisfied with social and physical environment	90.9%	92.3%	89.3%
Percent satisfied with school-home relations	81.3%	90.6%	90.0%

*Only students at the highest elementary school grade level at this school and their parents were included.